**Squirt**

**Classical Conditioning**

cup, can, lime, **CAN**, dish, girl, chalk, can, dish, **CAN**, key, screen, ran, **CAN**, desk, **CAN**, knob, bag, tape, **CAN**, dish, clip, **CAN**, air, ban, cheese, **CAN**, door, can, box, dish, hair, **CAN**, ring, nail, **CAN**, boat, cap, dish, **CAN**, crane, wheel, fire, **CAN**, dish, king, cape, apple, **CAN**, dog, blue, can, dish, **CAN**, take, call, brick, pair, **CAN**, spin, chair, **CAN**, camp, **CAN**, dish, **CAN**, bridge, scale, can, fan, board, **CAN**, cool, three, horn, disk, **CAN**, can, cast, test, pen, dime, **CAN**, dish, van, can, card, stand, meat, pad, can, dish, set, can, tree, ice, plum, can, cost, bird, glass, can, light, can, sword, juice, can, dish, rock, smoke grease, dish, keep, kid, tan, dice, hole, set, dish, eye, friend, wax, bill, bulb, dish, class, mine, mark, work, can, dish, can, bus, dish, phone, can, smart, first, can, crack, feet, can, tub, bowl, can, van day, can, rake, dish, **CAN**, bluff, risk, **CAN**, salt, dish, **CAN**, ball, stack, **CAN**, rain, hat, food, can, van, disk, tree, can

**Discussion**:

**A number of classical conditioning topics can be tied to the** SQUIRT **demonstration:**

1. The **unconditioned stimulus** (UCS) is the water squirted at the volunteer’s face.
2. Examples of **unconditioned responses** (UCR) usually include the volunteer’s flinching, squinting, ducking or perhaps making a distinct facial expression.
3. The **conditioned stimulus** (CS) is the sound of the word can.
4. A **conditioned response** (CR) is usually a flinch, squint, or facial expression. Note that the volunteer will also often develop some operant conditioned responses (e.g., turns head or ducks out of the way). If so, this can serve as an interesting contrast for comparison to a CR, giving another topic for discussion.
5. **Acquisition** is demonstrated. At first, the word can by itself causes  no special response. After repeated pairings of the word can and the water, the word by itself gradually becomes more likely to cause a CR.
6. **Stimulus generalization** occurs when words that sound like can (e.g., ban, ran, cap, cast) lead to a CR.
7. **Stimulus discrimination** occurs when different stimulus words produce differences in the CRs. In the demonstration, CRs are strongest and most likely to occur after the word can. They are weakest and least likely to occur after stimulus words that do not sound at all like can (e.g., dish, board, smoke).
8. **Extinction** has occurred when the word can is uttered several times unaccompanied by a squirt and so the CRs disappear or become less pronounced.
9. **Spontaneous recovery** has occurred after extinction when a long string of words in which can is not included is followed by the word can, and the word can again causes a CR. Such a string occurs near the end of the demonstration.
10. **Reconditioning savings** is demonstrated at the end of the list, where the word can and a squirt are again paired. At this point, fewer trials are needed to achieve strong, reliable CRs compared with the original acquisition at the beginning of the list.

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